



# **Collaboration and Dialogue in a Digital Setting**

**Astrid Haugestad  
Charlie Keeling**

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Dialogue, collaboration and autonomy in a formative perspective

# HOW STUDENTS PERCEIVE THE ENGLISH SUBJECT AND VARIOUS DIGITAL COURSE DESIGNS

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- Method & Survey
- Data Collection: 207 students.
- Teacher Education



# DATA COLLECTION

Case	Respondents	Summary
G1	33	STEM students; campus-based CLIL English courses, became blended/online
G2	42	In-service teachers; blended English courses, became fully online
G3	132	pre-service teachers, in-service teachers, foundational-year English students; online English courses, some had campus days but primarily online only
<b>Total</b>	<b>207</b>	

# SOME RESULTS & FINDINGS

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- The study utilized mixed methods, combining quantitative and qualitative data, to provide a comprehensive understanding of the findings.
- (51%) of the students preferred digital lectures,
- 68% of the in-service teacher group (2) expressed a preference for campus-based settings.
- The qualitative data, obtained through an open-ended question, highlighted the importance of dialogue and collaboration for the learning community. It was important for students to have the opportunity to comment freely on all topics and questions, and 65% provided comments on the open-ended question (Q10).



# «BILDUNG» AND FORMATION

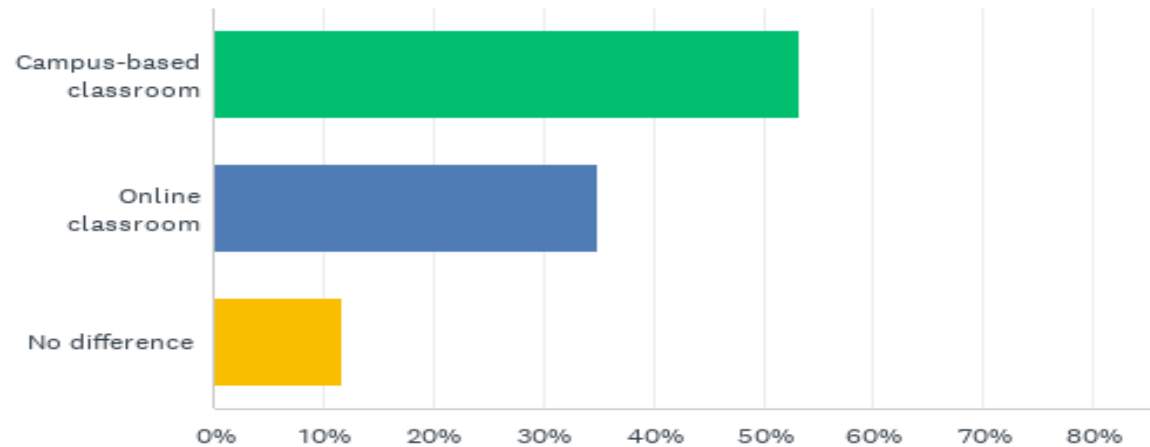
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- Collaboration and Learning
- Resonance and Dialogue
- Autonomy
- Flexibility
- Physical Presence

# IN-CLASS GROUPWORK

Factors (Q10)

- Breakouts (13%)
- Breakouts negative (9%)
- Lack of contact (10%)



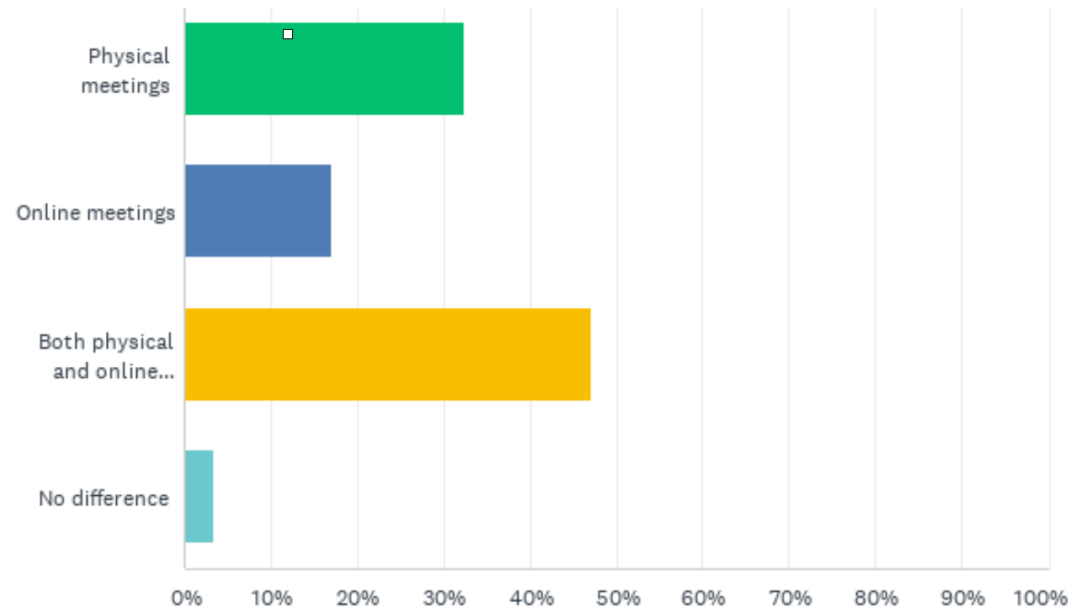
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**Q2: WHAT SETTING DO YOU PREFER FOR IN-CLASS GROUP WORK?**

# GROUP WORK OUT OF THE CLASSROOM

Factors (Q10)

- Group projects (10%)
- Lack of contact (10%)
- Flexibility (8%)



**Q5: WHAT SETTING DO YOU PREFER FOR GROUP WORK OUT OF THE CLASSROOM?**

# RESULTS AND FINDING CONT.

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- Lectures
- Groupwork
- Setting and Feedback
- In terms of preferred setting and groupwork outside the classroom, responses show that a physical component is even more critical for student collaboration outside the classroom than in it. 80% prefer a physical meeting for successful collaboration. In fact, 95% of students in Group 2 (in-service teachers) share this perception. Group projects also require effective collaboration, and the 10% who highlight the lack of contact suffer in this context.



# COLLABORATION AND INTERACTION

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- A physical component is necessary for success, still....
- especially for collaboration.
- a third of the students prefer an online and asynchronous dialogue
- Despite the challenges, the study found that collaboration between lecturers and students worked relatively well in the online environment
- The use of these digital tools was perceived as a positive contribution to collaboration and interaction.

# FACE-TO-FACE DIALOGUE

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- the significance of dialogue for the learning community and stress the need to balance digital tools with face-to-face interaction.
- The study's findings indicate that a physical component, such as face-to-face interaction, is crucial for successful language education, particularly in collaborative activities.

# RESONANCE AND DIALOGUE

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- Hartmund Rosa 2021
- A mutual influence between the individual and the world around him
- Is acceleration the problem?, then the solution, argues Hartmut Rosa in this major new work, lies in "resonance." The quality of a human life cannot be measured simply in terms of resources, options, and moments of happiness; instead, we must consider our relationship to, or resonance with, the world.

# AUTONOMY AND OPTIONS

- The term categorical education (Klafki, 2005) emphasizes autonomy and action through choice, including different course designs in education
- Strategy for digital transformation in the university and college sector 2021–2025, Norway
- A digital lecture– more effective?

# CREATING AN EFFECTIVE AND THOUGHTFUL APPROACH TO TEACHER EDUCATION

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- a more conscious reflection on Bildung (formation) and the role of digital tools in teacher education.
- a balanced approach, combining the benefits of digital tools with face-to-face interaction, can create a more effective and thoughtful teacher education program.. Several studies have shown that a combination of physical meetings and online teaching is preferred by the majority of students.
- Therefore, it is important for the higher education sector to facilitate student collaboration and dialogue in settings where physical presence is possible, especially in teacher-training.

# NATIONAL GUIDELINES AND SCHOOL CURRICULA:

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- The role of national guidelines and school curricula cannot be overlooked when considering the digitalization of teacher education. Ongoing debates about digitalization in higher education further underscore the importance of thoughtful integration of digital tools in teacher training programs. These guidelines and debates serve as valuable references for educators, ensuring that the use of digital tools aligns with educational objectives and student needs.

# THANK YOU

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- Astrid Haugestad & Charles P. Keeling